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ABSTRACT

Valencia (Florida) Community College's (VCC's) REACH Program offers high school students a 10-week college preparatory program, including 1-hour instructional units in communications, mathematics,and Afro-American history; 30-minute presentations by black professionals each week; and a personalized prescription for learning based on diagnostic placement test results. A study was conducted to compare the academic performance and withdrawal rate of 29 REACH students, who had also been placed in a summer 7-week skills enhancement program, with that of 27 Black non-REACH students, who had received no special preparation prior to enrolling at VCC in the fall. Study findings included the following: (1) 76.2% of the REACH students and 59.2% of the non-REACH students received passing grades for reading, while 14.3% of the REACH students and 33.3% of the non-REACH students withdrew; (2) 70.8% of the REACH students and 63.6% of the non-REACH students passed English; (3) 85.7% of the REACH students passed Freshman Composition I, while no non-REACH students enrolled in the course; (4) 62.7% of the REACH students and 37.9% of the non-REACH students passed non-prep courses with a grade of B or better; and (5) more than 55% of both groups withdrew from their college prep math classes. Summary information is provided on VCC's REACH component for junior high school students. (UCM)

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RESOURCES EDUCATION ACHIEVEMENT

CHALLENGE AND HOPE PROGRAM

1986 - 1987

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VALENCIA 1967 20 YEARS 1987 COMMUNITY COLLEGE

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FINAL REPORT

OCTOBER, 1987

R. E. A. C. H.

RESOURCES EDUCATION ACHIEVEMENT

CHALLENGE AND HOPE PROGRAM

1986 - 1987

Valencia Resources for Education Achievement

Challenge and Hope - REACH - Program

1986/87

Program Design

Studies have shown that high school teachers and counselors have a significant impact on the college and vocational choices of students. Based on this knowledge, the Valencia Community College Resources for Education, Achievement, Challenge and Hope (REACH) Program employed secondary school personnel to serve as recruitment liaisons to identify students to participate in its outreach efforts. Five high school teachers were employed as recruitment liaisons for area high schools closest in geographical proximity to Valencia Community College. One junior high school occupational specialist was employed to identify junior high school students for participation in the six-week summer program designed for that age group.

Two ten-week sessions were offered to senior high school students. Individual sessions were three hours in duration and were held on Saturday mornings. The Fall session was held October through December on the East Campus of Valencia and the Winter Session was held January through March on Valencia's West Campus. Each three-hour session included one-hour instructional units in communications, mathematics and Afro-American history. To provide positive role models with whom students could identify and emulate, Black professionals were presented as models of achievement. Models of achievement spoke to students thirty (30) minutes each Saturday following regular instruction.

Each applicant to the REACH Program was required to take the ASSET common entry diagnostic placement exam. Based on the performance of each student on the ASSET, a personalized prescription for learning was developed.

Methodology

Recognizing the growing importance of computer technology in our society, each REACH student was assigned a terminal and software to build necessary skills in communications and mathematics. Computer assisted instruction was used as well to build test taking skills in preparation for college entry and standardized achievement tests. Instruction in Afro-American history was provided by a Valencia Professor with the objective of enhancing the students' self-esteem through familiarization with the accomplishments of their ancestors. Afro-American history is unfortunately, not incorporated in regular history courses within the schools. Contemporary thinkers have recognized the importance of positive self-esteem in enabling people to achieve. Models of achievement served to reinforce and augment the self-esteem building achieved through Afro-American history instruction. A seven-week summer program was designed for students who, upon graduation from high school, could benefit from intensified instruction in communications as a basis for enhanced academic performance in college.

Results

259 senior high school students enrolled in the Saturday morning or summer instructional programs. 119 or (46%) of these students who enrolled in an institution of higher education, enrolled at Valencia Community College and 53% of the 119 students are presently attending Valencia.

RESULTS

A Study of the Academic Performance and Persistence of REACH Students Enrolled at Valencia After the 1986 Summer Session Follows:

This study was conducted to determine if there is a difference in the academic performance and the withdrawal rate of REACH students and non-REACH students.

The subjects for this study were 29 REACH students and 27 Black non-REACH students. The REACH students were placed in a summer seven week college preparatory program designed to enhance skills needed for academic success. They were enrolled in two classes, the Principles of Writing (ENC 2930) and Reading (REA 2930). They received special counseling and other support services. The non-REACH students received no preparation prior to enrolling in the fall. The 27 non-REACH students were selected based on their ASSET, ACT or SAT scores. Each student had to be enrolled in at least one of the two college English or Reading preparatory classes and be enrolled for at least 12 hours.

The data for this study were collected from the Valencia Community College Student Record Summary. The study was separated into six areas: Reading (REA 0011 and REA 0021), English (ENC 0011 and ENC 0021), English (Freshman Comp. I), other courses, Mathematics (MAT 0003 and MAT 0024), Intermediate Algebra (MAT 1033), and College Algebra (MAC 1104).

Differences among groups (REACH and non-REACH) were determined by using the Valencia Community College grading scale. In each area a student could receive a grade of A, B, C, D, F, I, or W. Each group was tracked for one year (Session I and II, 1986/87).

The difference between the REACH and non-REACH students was significant in terms of academic performance in English, Reading, preparatory classes, Freshman Composition I and withdrawal rate for Session I, 1986-87.

Seventy six and two-tenths percent (76.2%) of the REACH students and fifty-nine and two-tenth percent (59.2%) of the non-REACH students received passing grades for Reading (REA 0011 or 0021). Fourteen and three-tenths percent (14.3%) REACH and thirty-three and three-tenth percent (33.3%) non-REACH students received W's.

Seventy and eight-tenth percent (70.8%) of the REACH students and sixty-three and six-tenth percent (63.6%) of the non-REACH students received passing grades for English (ENC 0011 and 0021), twenty and eight-tenth percent (20.8%) of REACH and thirty-one and eight-tenth percent (31.8%) of non-REACH students received W's.

Eighty-five and seven-tenth percent (85.7%) of the REACH students received passing grades for Freshman Comp. I, while none of the non-REACH students were enrolled in Freshman Comp. I for Session I.

<u>As a side note:</u> Sixty-two and seven-tenth percent (62.7%) of the REACH students and thirty-seven and nine-tenth percent (37.9%) of the non-REACH students received a B or better for their other non-prep courses. Greater than 55% of both groups withdrew from their college prep math classes.

The difference between the REACH and non-REACH student groups was not significant in terms of academic performance for Session II. The number of students enrolled in the areas of study for Session II was too low to determine a significant difference because only those students who failed English, Reading and Math were re-enrolled and analyzed.

In conclusion, this study shows that there was a significant difference between the REACH and non-REACH students' academic performance. To the extent that academic performance and withdrawal rate can be evaluated based on grades, the results can be used in illustrating how successful the REACH program has been.

/kl

Session I, 1986-87
English, Reading, Math, and All Other Grades
REACH Students

	REA 0011 & 0021 (21 students enrolled)		ENC 0021 & 0024 (24 students enrolled)		ENC 1101 (7 students enrolled)		OTHER COURSES (51 courses)	
	#	%	#	%	#	%	#	%
A	0		2	(8.3)	0		4	(7.8)
B	2	(9.5)	8	(33.3)	1	(14.3)	9	(17.6)
C	6	(28.6)	7	(29.2)	4	(57.1)	19	(37.3)
D	8	(38.1)	0		1	(14.3)	3	(5.9)
F	2	(9.5)	0		0		0	
I	0		2	(8.3)	0		0	
W	3	(14.3)	5	(20.8)	1	(14.3)	16	(31.4)

	MAT 0003 & 0024 (24 students)		MAT 1033 (5 students)	
	#	%	#	%
A	1	(4)	0	
B	2	(8)	1	(20)
C	4	(16)	3	(60)
D	1	(4)	1	(20)
F	1	(4)	0	
I	2	(8)	0	
W	14	(56)	0	

Session I, 1986-87
English, Reading, Math and All Other Courses
Non-REACH
(duplicate headcount)

	REA 0011 & 0021 (27 students)		ENC 0021 & 0024 (22 students)		ENC 1101 (0 students)		OTHER COURSES (29 courses)	
	#	%	#	%	#	%	#	%
A	0		0		0		0	
B	2	(7.4)	7	(31.8)	0		5	(17.2)
C	9	(33.3)	6	(27.3)	0		6	(20.7)
D	5	(18.5)	1	(4.5)	0		7	(24.1)
F	2	(7.4)	1	(4.5)	0		3	(10.3)
I	0		0		0		0	
W	9	(33.3)	7	(31.8)	0		8	(27.6)

	MAT 0003 & 0024 (22 students)		MAT 1033 & MAC 1104 (2 students)	
	#	%	#	%
A	0		0	
B	2	(9.1)	1	(50)
C	5	(22.7)	0	
D	2	(9.1)	0	
F	0		0	
I	0		0	
W	13	(59.1)	1	(50)

Session II, 1986-87
English, Reading and Math Grades
REACH Students

	REA 0011 & 0021 (27 students)		ENC 0021 & 0024 (22 students)		ENC 1101 (0 students)		OTHER COURSES (29 courses)	
	#	%	#	%	#	%	#	%
A	0		0		0		5	(9.4)
B	0		0		4	(23.5)	8	(15.1)
C	1	(14.3)	3	(33.3)	4	(23.5)	8	(15.1)
D	1	(14.3)	0		0		2	(3.8)
F	1	(14.3)	0		1	(5.9)	1	(1.9)
I	0		0		0		3	(5.7)
W	4	(57.1)	6	(66.7)	8	(47.1)	26	(49.0)

	MAT 0003 & 0024 (15 students)		MAT 1033 & MAC 1104 (6 students)	
	#	%	#	%
A	0		0	
B	2	(13.3)	0	
C	2	(13.3)	1	(16.7)
D	0		1	(16.7)
F	1	(6.7)	0	
I	0		0	
W	10	(66.7)	4	(66.6)

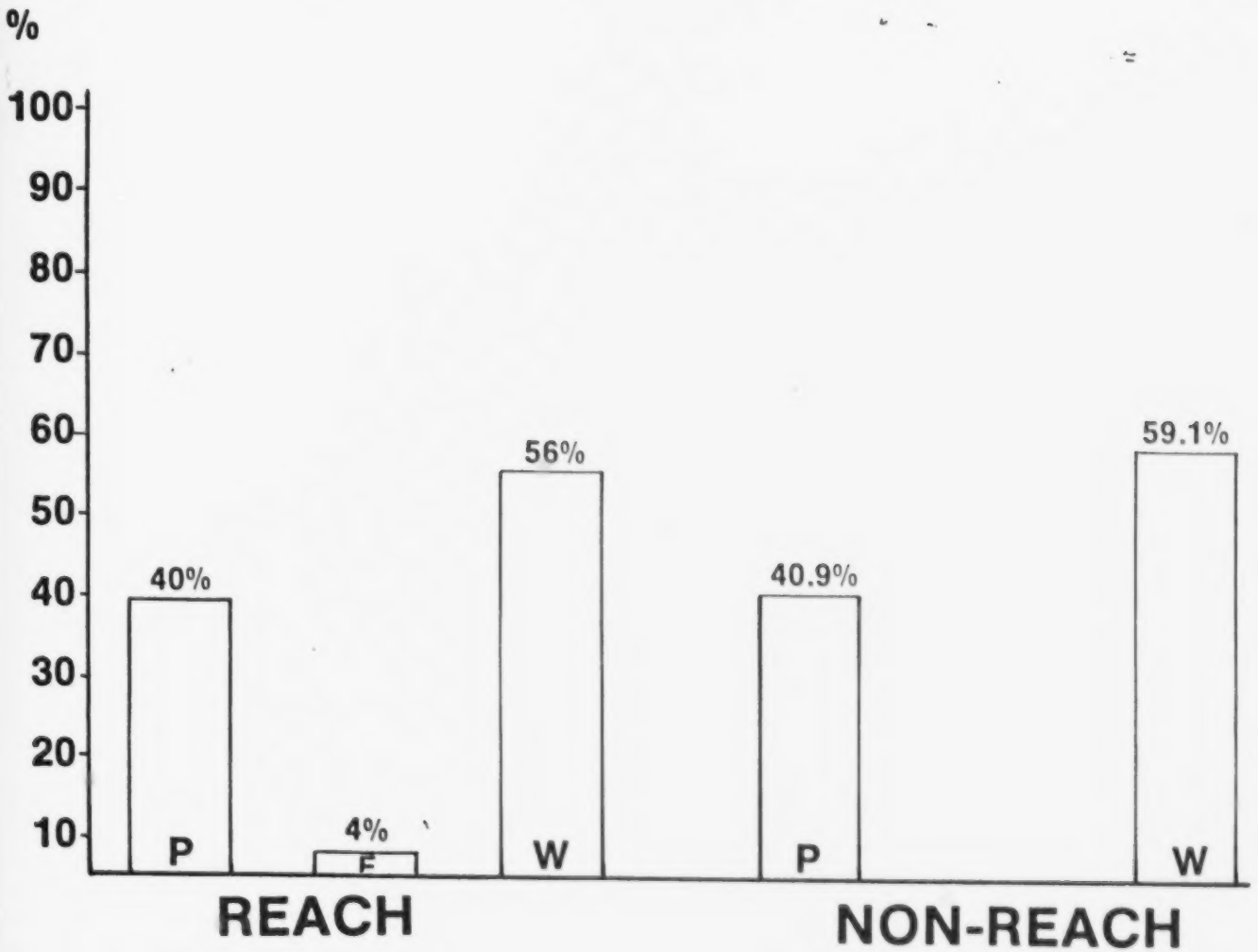
Session II, 1986-87
English, Reading, Math, and All Other Courses
Non-REACH

	REA 0011 & 0021 (9 students)		ENC 0021 & 0024 (14 students)		ENC 1101 & 2 (4 students)		OTHER COURSES (32 courses)	
	#	%	#	%	#	%	#	%
A	0		0		0		3	(9.4)
B	1	(11.1)	1	(7.1)	1	(25)	2	(6.2)
C	1	(11.1)	6	(42.9)	2	(50)	10	(31.3)
D	1	(11.1)	0		0		4	(12.5)
F	4	(44.5)	3	(21.4)	0		2	(6.2)
I	0		0		0		1	(3.1)
W	2	(22.2)	4	(28.6)	1	(25)	10	(31.3)

	MAT 0003 & 0024 (16 students)		MAT 1033 & MAC 1104 (3 students)	
	#	%	#	%
A	0		0	
B	0		0	
C	3	(18.8)	0	
D	2	(12.5)	0	
F	0		0	
I	0		0	
W	11	(68.7)	3	(100)

kl:10/87

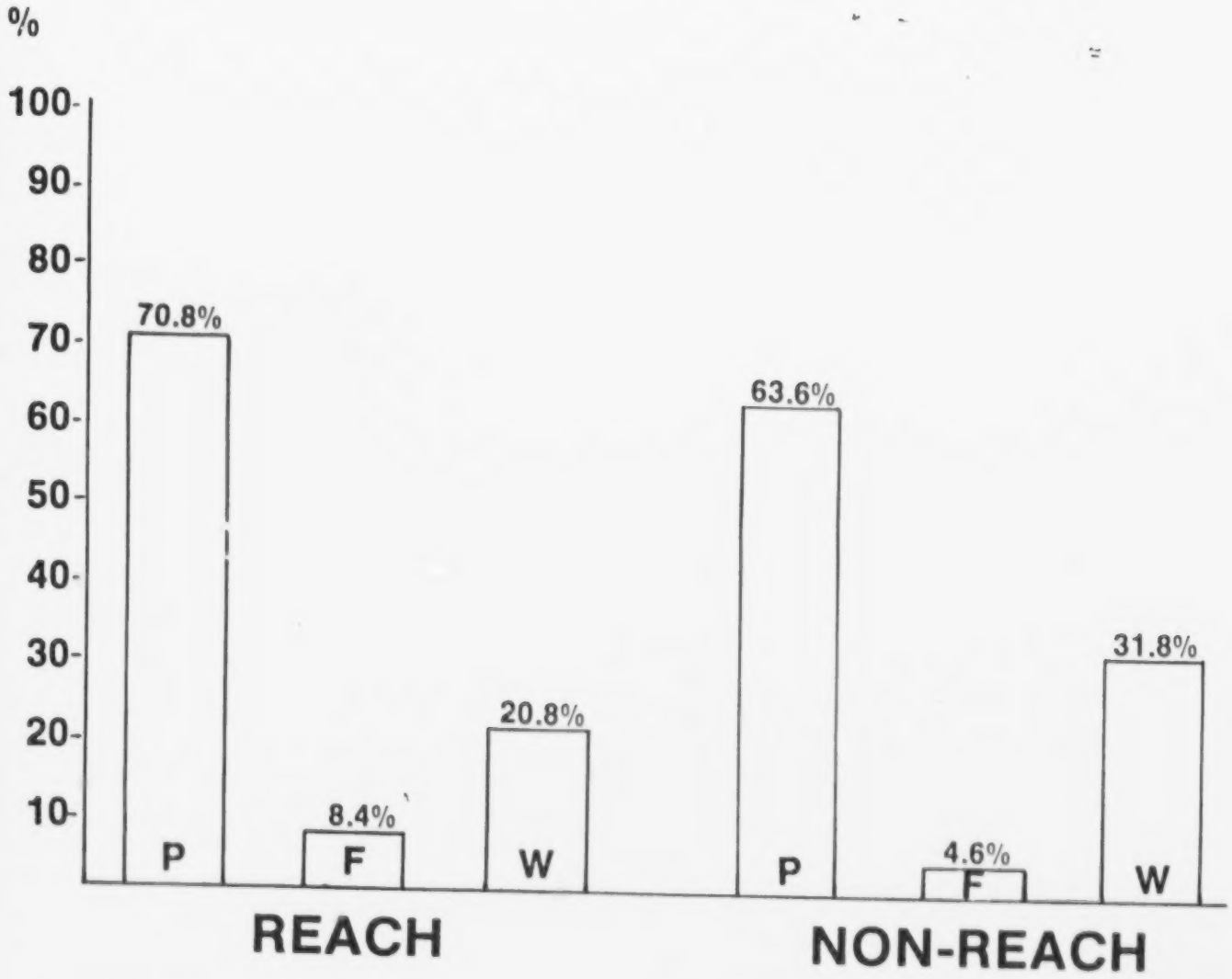
MATH



1986-87

P-Passing
F-Failing
W-Withdrawal

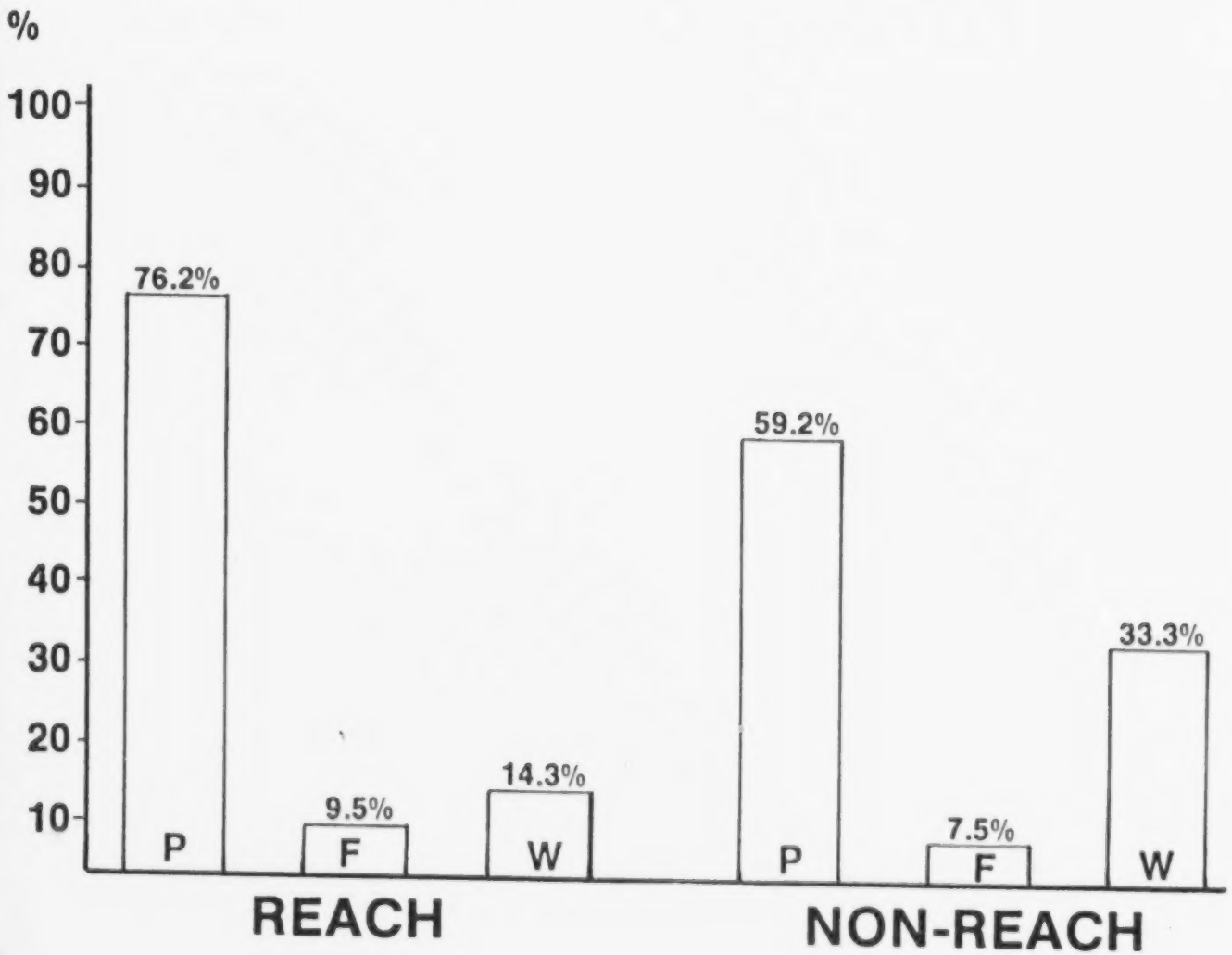
ENGLISH



1986-87

P-Passing
F-Failing
W-Withdrawal

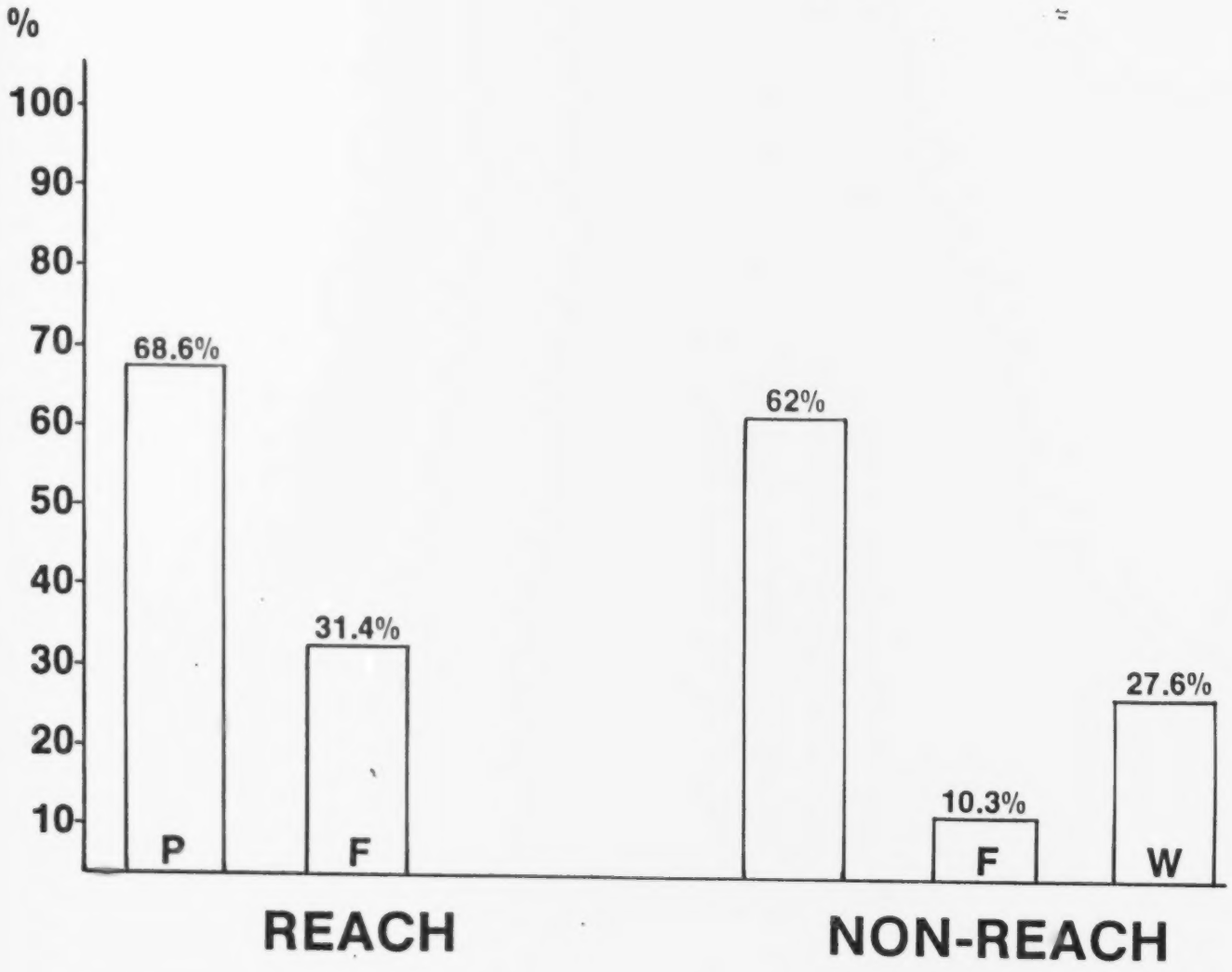
READING



1986-87

P-Passing
F-Failing
W-Withdrawal

OTHER COURSES



1986-87

P-Passing
F-Failing
W-Withdrawal

Twenty-three (23) students enrolled in the seven-week summer program for high school graduates. Twenty-two (95.6%) completed the program and enrolled as full-time students at Valencia during Session I, 1987-88. A distribution of grades earned by REACH students during the summer session are shown below:

GPA Summer IV-87

	#	%
3.5 - 4.0	2	10
3.0 - 3.4	4	18
2.5 - 2.9	2	10
2.0 - 2.4	7	31
less than 1.9	6	27
incomplete	1	4

VALENCIA COMMUNITY COLLEGE

Orlando, Florida

PRINCIPLES OF READING AND WRITING

Syllabus

INSTRUCTORS:

Bonnie Choice, Reading
Office: 5-121
Telephone No.: 299-5000, Ext. 1352

Audrey J. Williams, English
Office: 5-120
Telephone No.: 299-5000, Ext. 1475

COURSE DESCRIPTION:

Designed to help students become more proficient in the fundamentals of reading and writing, this course incorporates skills instruction into a framework of topical issues that reflect modern life. Students will have many opportunities to practice communications skills: observing, thinking, listening, reading (silent and oral), and writing (expository, descriptive, and narrative).

COURSE COMPETENCIES:

Reading

I. Literal comprehension

The student will be able to

A. Recognize main ideas in a given passage

B. Identify supporting details

C. Determine the meaning of words on the basis of context

D. Recognize stated relationships among words, sentences, and ideas

II. Critical comprehension

The student will be able to

A. Recognize the author's purpose

B. Distinguish between statements of fact and opinion

C. Recognize the author's tone

D. Recognize valid arguments and draw logical inferences and conclusions

III. Vocabulary development

The student will be able to

A. Use context to understand the meaning of a new or unfamiliar word

B. Learn and use common word parts in determining the meaning of new words

C. Identify and gain strength in spelling troublesome "demons" by mastering useful spelling rules and patterns

D. Distinguish between denotation and connotation of words

Writing

I. Grammar

The student will be able to

A. Use verbs conventionally

1. Correct form for subject-verb agreement
2. Regular forms of past, past participle, and present participle
3. Correct forms of troublesome verbs
4. Correct tenses to express relation in time

B. Use nouns conventionally

1. Recognize a noun by its function
2. Use correct forms (regular and irregular) for indicating singular and plural
3. Use correct forms to indicate singular and plural possessive nouns

C. Use pronouns conventionally

1. Use correct form for pronoun-antecedent agreement
2. Show clear pronoun reference
3. Use correct form for subjective, objective, possessive, and intensive/reflexive functions

D. Use adjectives and adverbs conventionally

II. Sentence structure

The student will be able to

A. Avoid fragments, comma splices, and fused sentences

B. Employ conventional sentence structure

1. Place modifiers correctly
2. Coordinate and subordinate sentence elements according to their relative importance
3. Use parallel expressions for parallel ideas

C. Employ effective sentence structure

1. Use a variety of sentence patterns

2. Avoid awkward or unidiomatic constructions

III. Punctuation and mechanics

The student will be able to

A. Use standard practices for spelling, punctuation, and capitalization

B. Revise and edit paragraphs to assure clarity, consistency, and conformity to the conventions of standard American English

C. Use attractive and neat paper format

IV. Paragraphs

The student will be able to

A. Write a clear, effective topic sentence for a paragraph

B. Provide adequate relevant support which reflects the ability to distinguish between generalizations and specific evidence

C. Arrange supporting details in a clear organizational pattern

D. Write a unified paragraph in which all supporting material is relevant to the topic sentence

E. Write a coherent paragraph providing effective transitional words that clearly reflect the organizational pattern and the relationships of the parts

TEXTBOOKS:

Troyka, Lynn Quitman, and Jerrold Nudelman. Steps in Composition. 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

A college-level desk dictionary

MATERIALS:

1. Plenty of 8½ x 11 looseleaf notebook paper
2. Pens (blue or black ink only)
3. Transparency markers
4. Highlighter pens/markers
5. One tablet

ATTENDANCE:

This class will meet five times a week. You are expected to attend these sessions regularly and to complete all work assigned. After three absences, you will receive an excessive absence notification. If you are absent after that, your instructors may withdraw you from the course at their discretion.

GRADING:

The following grading scale will be used to determine grades on all assignments:

A = 90-100

B = 80- 89

C = 70- 79

D = 60- 69

F = 0- 59

To exit successfully from this course, you must do the following:

1. Submit all textbook assignments and homework on the dates designated. Ten points will be deducted for each day that an assignment is late.

2. Score at least 70% on each unit test.

3. Make at least a C on each reading and writing assignment.

4. Pass both a fifty-item objective and a two-paragraph final examination.

5. Obtain a combined score of 50 on a standardized reading test.

ENG 2930 PRINCIPLES OF READING AND WRITING
Assignment Sheet for Week 1

To prepare for Monday's class discussion, please read and study "Springboards to Thinking," p. 1, and "The Tube Syndrome," pp. 2-4.

Monday

1. Discuss "Springboards to Thinking," #1, #2, and #3.
2. In complete sentences, write the answers to questions 1-4, "Reading Survey," p. 4.
3. Discuss "The Vocabulary of Today's Fast-Paced Life," Part 1, p. 5, and "The Vocabulary of Today's Fast-Paced Life," Part 2, p. 6.
4. Do exercise 1b, p. 7.

Assignment: To prepare for Tuesday's class discussion, read "Lesson One: Spelling Demons," pp. 8-9, "The Writing Process," pp. 12-13, and "Prewriting Techniques," pp. 15-16.

Tuesday

1. Spell the words your instructor dictates.
2. Write #3 and #4, 1c, p. 10.
3. Discuss exercise 1d, p. 11.
4. Do 1, 2, and 3, "Try It Out," p. 14.
5. Discuss "Brainstorming," pp. 18-19, and "Making a Subject Map," p. 20.

Assignment: To prepare for Wednesday's discussion, read "The Topic Sentence," pp. 21-29. Write out the following exercises:

1g, p. 27
1h, pp. 27-28
1j, p. 29

These exercises must be handed in at the beginning of the class period.

Wednesday

1. Discuss 1e, pp. 24-25; 1f, p. 26.
2. Read and discuss "Paragraph Development," p. 30.
3. Review assignment in reading, "Reading Survey."
4. Write paragraph #1 (using examples), p. 32, p. 11.

Thursday

Unit Test #1

Friday

Review test results and test content.

ENG 2930 PRINCIPLES OF READING AND WRITING
Assignment Sheet for Week 2

To prepare for Monday's class discussion, read and study "Springboards to Thinking," p. 39, and "Old Before Her Time," pp. 40-45.

Monday

1. Discuss "Springboards to Thinking," #1, #2, and #5.
2. In complete sentences, write the answers to questions 1-4, "Reading Survey," pp. 45-46.
3. Discuss "The Vocabulary of Growing Old," Part 1, pp. 46-47, and Part 2, pp. 48-49.
4. Discuss exercises 2a, pp. 47-48, and 2b, pp. 49-50.

Assignment: To prepare for Tuesday's class discussion, study "Lesson One: Spelling Demons," p. 50. Read "Lesson Two: Sound Alikes," pp. 51-52, and "Paragraph Development: Part 2," pp. 55-57.

Tuesday

1. Spell the words your instructor dictates.
2. Discuss exercise 2c, p. 53.
3. Write exercise 2d, p. 54.
4. Discuss "Paragraph Development: Part 2," p. 55.
5. Write exercise 2e, p. 56.

Assignment: To prepare for Wednesday's class discussion, read "Ordering of Details in a Paragraph," pp. 59-62. Write out the following exercises:

2f, one paragraph using a topic sentence from those listed
2g, one paragraph using a topic from those listed

Note: These paragraphs must be handed in at the beginning of the class period.

Wednesday

1. Discuss "Ordering of Details in a Paragraph," pp. 59-62.

2. Do exercises 2j, 2l, and 2n.

Assignment: Write a paragraph using one of the topics from 2k and a paragraph using one of the topics from 2m. These paragraphs must be handed in at the beginning of the class period.

Thursday

1. Discuss "Springboards to Thinking," #1, #2, #3, and #4.

2. Discuss the essay.

3. Review "The Vocabulary of Rudeness," pp. 71-72, and "The Vocabulary of Stress," pp. 72-73.

4. Do exercise 3a in class and 3b as homework.

Assignment: To prepare for Monday's class discussion, read and study "Lesson One: Spelling Demons," p. 74, "Lesson Two: Spelling Rule--Changing y to i," p. 74, and "The Sentence Fragment," pp. 77-81.

Friday

Unit Test #2

ENG 2930 PRINCIPLES OF READING AND WRITING
Assignment Sheet for Week 3

Monday

1. Spell the words your instructor dictates.

2. Discuss the following:

   a. "The Sentence Fragment," pp. 77-81.
   b. Exercise 3e, pp. 82-83, and 3f, pp. 84-85

Assignment: Read "Comma Splices and Run-on Sentences," pp. 86-89. Pay particular attention to "Pointers for Avoiding Comma Splices and Run-ons," p. 88.

Tuesday

1. Discuss "Comma Splices and Run-on Sentences," pp. 86-89.

2. Write the exercise your instructor assigns.

Assignment: Write out exercise 3h, pp. 93-94.

Wednesday

1. Correct the fragments, comma splices, and run-ons in the passage your instructor assigns. Copy the corrected passage and hand it in.

2. Review last week's "Reading Survey" assignment.

Assignment: Read and study "School for Marriage," pp. 100-103. Study the photograph, p. 98, and the cartoon, p. 99. Be prepared to answer questions 1-5, p. 99.

Thursday

1. Discuss "Springboards to Thinking," p. 99.

2. Discuss "School for Marriage," pp. 100-103.

Assignment: Write out the answers to questions 1-4, "Reading Survey," p. 104.

Friday

Unit Test #3

ENG 2930 PRINCIPLES OF READING AND WRITING
Assignment Sheet for Week 4

Monday

1. Discuss Lesson One: "The Vocabulary of Marriage and Divorce," pp. 105-106, and Lesson Two: "The Vocabulary of Finances," pp. 106-107.

2. Be prepared to answer 1-10 in exercise 4b, p. 107.

3. Pronounce the spelling demons listed on p. 108.

Assignment: Read "Proofreading," pp. 108-109. Be prepared to discuss exercises 4c and 4d, pp. 110-111.

Tuesday

1. Spell the words your instructor dictates.

2. Discuss exercises 4c and 4d, pp. 110-111.

3. Read "Coordination," p. 113.

4. Discuss "Try It Out," p. 114, and exercise 4e, p. 115.

Assignment: Write exercise 4f. Turn in your sentences at the beginning of the class period tomorrow.

Wednesday

1. Read "Subordination," pp. 118-119.

2. Practice subordination: "Try It Out," p. 119, p. 120, and p. 121.

3. Write the exercises your instructor assigns.

Assignment: Read "A Special Case of Subordination," pp. 126-128. Write 7-11 in exercise 4o, pp. 128-131, and 11-15, exercise 4p, pp. 132-133.

Thursday

In-class Writing Assignments

You will write two practice final exam paragraphs on topics your instructor selects.

Friday

Unit Test #4

ENG 2930 PRINCIPLES OF READING AND WRITING
Assignment Sheet for Week 5

To prepare for Monday's class discussion, please read and study "Springboards to Thinking," p. 137, and "What Is Intelligence, Anyway," pp. 138-139.

Monday

1. Discuss "Springboards to Thinking," #1, #2, #3 and #5.
2. In complete sentences, write the answers to questions 1-4, "Reading Survey," p. 139.
3. Discuss "The Vocabulary of Intelligence," p. 140, and "The Vocabulary of Social Standards," pp. 142-143.
4. Do exercises 5a, pp. 141-142, and 5b, pp. 143-144.

Assignment: To prepare for Tuesday's class discussion, read and study "Lesson One: Spelling Demons," p. 144, "Lesson Two: Capitalization," pp. 144-147, and "The -S Verb Ending," pp. 149-153.

Tuesday

1. Spell the words your instructor dictates.
2. Discuss exercise 5c, pp. 146-147.
3. Do exercise 5d, p. 148.
4. Discuss "The -S Verb Ending," pp. 149-153.
5. Do exercise 5e, pp. 151-152, and exercise 5f, pp. 152-153.

Assignment: To prepare for Wednesday's discussion, read "Agreement of Subject and Verb," pp. 154-161, "Irregular Verbs," pp. 162-172, and "The -ed Verb Ending," pp. 173-186.

Wednesday

1. Discuss "Agreement of Subject and Verb," pp. 154-157.
2. Do exercises 5g and 5h.
3. Discuss "Irregular Verbs," pp. 162-167.
4. Do exercises 5i and 5j.
5. Discuss "The -ed Verb Ending," pp. 173-177.
6. Do exercises 5k, 5n, and 5p.

Thursday

Unit Test 5

Friday

Objective Final--English

Middle School Component 86/87:

One-hundred-forty junior high schools students made application for the six-week summer program designed for that age group. Seventy-five junior high school students participated in and completed the summer session. Ministers from local Black churches were contacted and assisted in the recruitment of the junior high school age group.

The summer session, consisting of six weeks - four hours a day, provided a vehicle for identifying and assisting students in area(s) of need. Career exploration and orientation, keyboarding skills and computer literacy comprised the curriculum of the junior high REACH session.

As part of the career unit, once a week the students participated in the following activities:

I. Visited the Career Development Center for researching careers of his/her choice.
II. Developed employability skills (role-playing).
III. Practiced communication skills.
IV. Compiled a notebook consisting of at least three career reports and all materials done in class.
V. Listened to career resource speakers (Models of Achievers).

As part of the keyboard skills unit, the students participated in the following activities:

I. Gained knowledge of the keyboard for proficiency on the computer.
II. Increased speed and accuracy.
III. Developed correct technique and format for writing a composition.
IV. Daily practice for developing the skills named above.

The Computer Literacy unit consisted of the following:

I. Orientation to the computers.

II. Pre and post-test of Math and English skills.

III. Daily practice of upgrading these skills (using software for computers).

IV. Developing a competitive attitude toward learning and achieving.

V. Exhibiting a substantial increase on the post-test of Math and English skills.

As a culminating activity the students visited the Florida Museum at the University of Florida in Gainesville, Florida and Florida A & M University and the Chambers of the House of Representatives in Tallahassee, Florida.

SURVEYS WERE MAILED TO PRIOR REACH PROGRAM PARTICIPANTS. THIRTY STUDENTS RESPONDED WITH THE FOLLOWING RESULTS:

REACH IMAGE SURVEY REPORT

AFTER VIEWING THIRTY REACH STUDENT SURVEYS THE FOLLOWING RESULTS WERE RECORDED:

1. SEX: 27 FEMALES 3 MALES

2. AGE: 1 (15) 2 (16) 11 (17) 8 (18) 5 (19) 3 (20)

3. SCHOOL: 10 HIGH SCHOOL 13 VALENCIA 5 NOT IN SCHOOL
   1 HOWARD UNIVERSITY

4. STUDENT NOT IN SCHOOL: PLANS TO RETURN: 1
   NO PLANS TO RETURN: 1

5. EMPLOYED: 17 (YES) 9 (NO)

6. WOULD YOU RECOMMEND THE REACH TO OTHERS? 25 (YES) 0 (NO)

7. DID YOU INCREASE YOUR SAT SCORE? 15 (YES) 6 (NO) 7 (HAVEN'T TAKEN)

8. WERE THE SPEAKERS AN IMPORTANT PART OF THE PROGRAM? 26 (YES) 0 (NO)

STUDENTS' COMMENTS TO THE FOLLOWING QUESTION:

HOW DID THE REACH PROGRAM ASSIST YOU IN ACHIEVING SOME OF YOUR GOALS?

I'M ONLY A SENIOR IN HIGH SCHOOL THIS YEAR, BUT THE REACH PROGRAM HELPED ME WITH A LOT OF MY GOALS. IT MADE ME STRIVE HARDER TO ACHIEVE MY GOALS.

IT HELPED ME TO INCREASE MY S.A.T. SCORES. I REALLY NEEDED HELP IN ENGLISH.

THE COMPUTER CLASSES, ETC., WERE A BIG HELP TOWARD LEARNING MORE ABOUT MY CAREER.

I WANTED TO LEARN MORE ABOUT COLLEGE LIFE; NOW I HAVE MORE EXPERIENCE.

MY GOAL WAS TO MAINTAIN A SATISFACTORY G.P.A. AND BY LEARNING HOW TO USE MY STUDY TIME WISER I HAVE MAINTAINED A HIGHER G.P.A. SO FAR.

IT HELPED ME REALIZE THAT CONTINUING MY EDUCATION IS IMPORTANT; COLLEGE CAN'T BE AS HARD AS I THOUGHT IT WAS. EXCELLENT PROGRAM FOR STUDENTS.

I WAS VERY MUCH UNDECIDED ABOUT MY CAREER GOALS AND THE REACH PROGRAM BROADENED MY SCOPE FOR THE AREA I AM PRESENTLY PURSUING. THE TEACHERS IN THE REACH PROGRAM ARE VERY PATIENT AND UNDERSTANDING OF OUR NEEDS. SPECIAL THANKS TO MR. DESHAY, REP. ALZO REDDICK AND TO EVERYONE THAT HAS SHOWN SPECIAL INTEREST IN BLACK STUDENTS SUCH AS MYSELF.

STUDENTS' COMMENTS

IT HELPED ME PREPARE FOR WHAT LIFE HAS TO OFFER AND THE TYPE OF JOBS AND PEOPLE I WOULD MEET.

THE SPEAKERS ENCOURAGED ME TO FEEL POSITIVE. IF I HAVE DREAMS I SHOULD GO FOR IT AND HAVE A POSITIVE ATTITUDE ABOUT BEING BLACK.

I SHOULD TAKE LIFE AND MY SCHOOLING MORE SERIOUSLY.

NO MATTER WHAT HAPPENS, ALWAYS AIM HIGH. THE REACH PROGRAM GAVE ME THAT ATTITUDE.

THE REACH PROGRAM GAVE ME BETTER KNOWLEDGE TO PREPARE MYSELF FOR STUDYING. THIS IN RETURN LEAD TO BETTER GRADES.

WHEN I DO BECOME SOMEONE NEVER FORGET THE YOUNGER GENERATION; ALWAYS REACHING UP AND BACK WITH EACH HAND.

THE SPEAKERS MADE ME FEEL A LOT BETTER ABOUT MYSELF.

R. E. A. C. H.

P A R T I C I P A N T S

ALZO REDDICK	CO-DIRECTOR
GERALDINE THOMPSON	CO-DIRECTOR
JAMES DE SHAY	PROGRAM COORDINATOR
JOHN STOVER	PROGRAM COORDINATOR AND RETENTION COUNSELOR, INSTRUCTOR

LIAISONS & INSTRUCTORS

MARVA CARTER

BONNIE CHOICE

RUBY COY

SARAH FALLINGS

EVERETT HARRIS

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Junior Colleges DEC 11 1987